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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: remedial reading teacher attitudes, how parent training in behavior modification and transactional analysis affects remedial reading instruction, the effect of role change on the reading achievement of high school remedial reading students, a comparison of two reading readiness programs, how context affects word recognition and comprehension, the role of Head Start programs in identifying learning disabilities, how select program variables relate to reading achievement, how task analysis and diagnostic remedial assessment affect behavior during reading instruction, the evaluation of a paraprofessional tutorial strategy, the language experience approach compared to a basal approach in remedial reading instruction, how units of drill and practice affect decoding performances, the use of oral language and cultural heritage in beginning reading instruction, evaluating a diagnostic/prescriptive approach to reading, specific factors related to the reading improvement of students in a reading laboratory program, and how reading material organization affects reading achievement in an individualized reading program. (RI)

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Chassen, Larry Robert

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ATTITUDES AND CHARACTERISTICS OF URBAN JUNIOR HIGH REMEDIAL READING TEACHERS AND THEIR RELATIONSHIP TO PUPIL GROWTH IN READING

BROWN, Flora Morris, Ph.D. University of Southern California, 1978. Chairman: Professor Ransom

Purpose. The purpose of this study was to determine the relationships between the attitudes and characteristics of urban junior high remedial reading teachers and pupil growth in reading as well as the interrelationships among these teacher attitudes.

Method. To obtain the data for this correlational study a semantic differential survey and a demographic questionnaire were administered to twenty-eight urban junior high school teachers who were assigned to teach remedial reading in five schools in two administrative areas of Los Angeles Unified School District. Pupil growth was determined for twenty percent of the students enrolled in the remedial reading classes of the participating teachers. The teacher attitudes, characteristics, and pupil growth were compared using Fisher's exact test of probability. The intercorrelations among teacher attitudes were computed using Pearson's product moment correlation. A .05 level of significance was utilized to test the hypotheses.

Hypotheses. Sixteen null hypotheses were advanced. They may be summarized as follows: There is no significant relationship between the attitudes of junior high remedial reading teachers toward themselves, the poor reader, their competency to teach remedial reading, their expectations for the poor reader, junior high school remedial reading programs and pupil growth in reading, teachers' ages, teachers' sex, the number of years in teaching, and the number of years in teaching remedial reading. There is no significant difference between those who favor the inclusion of reading in junior high and those who do not with respect to pupil growth in reading. There is no significant difference between those who chose to teach remedial reading and those who did not with respect to pupil growth in reading.

Findings. The findings of this study do not support the contention that there is a positive and direct relationship between any of the designated attitudes and pupil growth in reading. There was, in fact, a negative correlation between teacher willingness to teach remedial reading and pupil growth in reading, suggesting a possible discrepancy between teacher perception of "ideal" remedial reading instruction and "actual" remedial reading instruction.

Teachers who had taken inservice courses indicated more willingness to teach remedial reading, more positive attitudes toward junior high remedial reading programs, and greater expectations for the poor reader. Whether or not teachers favored the inclusion of remedial reading in junior high or chose to teach remedial reading had no significant relationship to pupil growth in reading.

There was a significant relationship between the number of years in teaching and pupil growth in reading. Of the subjects who had taught for six years or more, 66.7% had students scoring above the median as compared with 80% of the subjects who had taught for five years or less whose students scored below the median. There was also an indication that the longer a teacher teaches remedial reading, the more positive the teacher's attitude toward the poor reader becomes. It seems then, that no matter what the initial attitude, if the teacher perseveres, both student and teacher will prosper: the teacher will feel more positive toward the poor reader and the poor reader will progress in reading ability.

Implications. The findings of this study suggest the need for multiple input-output studies where the interrelationships among many pupil and teacher variables are analyzed. Inservice courses should be designed to allow urban junior high remedial reading teachers to encounter and solve actual problems of teaching the poor reader.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

THE EFFECTS OF PARENT TRAINING IN BEHAVIOR MODIFICATION AND TRANSACTIONAL ANALYSIS ON THE READING ACHIEVEMENT, SCHOOL ATTITUDES, AND SELF-CONCEPT OF REMEDIAL READERS IN A REMEDIAL READING PROGRAM Order No. 7817370

CHASSEN, Larry Robert, Ed.D. Temple University, 1978. 100pp.

A study was conducted to determine the effectiveness of two types of parent training on the reading achievement, school attitudes, and self-concept of seventh and eighth grade remedial readers. Two groups of parents were given six hours of training in the techniques of Behavior Modification or Transactional Analysis in three two-hour sessions previous to a 50 hour remedial reading program initiated with their children in a privately run remedial education clinic. The parents were instructed to set up a regular evening study hour for their child using the approach in which they had been trained. A control group received only 50 hours of remedial reading instruction. During the 50 hours, parents in both groups met with their counselor four times for one-hour troubleshooting sessions. Students were pre- and post-tested using The Metropolitan Achievement Battery, Advanced Level, Form G, The Hogan Survey of School Attitudes, and The Piers-Harris self-concept scale. All families were from suburban Denver areas with children already participating in public school resource rooms.

Separate analyses of covariance were performed on the post-test scores using age, grade and dependent variable pre-test scores as covariates. The results of the study showed parent training to be significantly effective ($p. < .05$) as a method of improving the reading achievement of seventh and eighth grade remedial readers. Children whose parents were trained in the techniques of Behavior Modification gained an average of 1.05 years in reading. Children, whose parents were trained in Transactional Analysis gained .87 years in reading, while the control group gained .48 years in reading achievement. Results on the effect of parent training on school attitudes were not significant at $p. < .05$. Children, whose parents were trained in techniques of Behavior Modification, did show a greater gain than the T.A. or control group children, but not significantly. It was suggested that the school attitudes of seventh and eighth grade remedial reading students was relatively stable and would require more intensive intervention procedures to improve.

Results on the effect of parent training on the self-concept of these children was not significant at $p. < .05$. It was felt that, as in school attitudes, parents may ultimately prove to be a relatively untapped resource for aiding the development of a positive self-concept in remedial junior high school students.

Possible confounding variables affecting the validity of this study may have existed in the content of the parent training sessions. It was felt by some of the parents that their exposure to Transactional Analysis was too short. The parent training program in Behavior Modification had been used extensively and had been refined. The program in Transactional Analysis was constructed to reflect the power of more psychodynamically oriented approaches to the issue of remedial reading and parent involvement. Another source of potential bias may have existed in the personality and presentational skills of the parent trainers, though they were chosen for equitability in education and training.

Generalizability from the results of this study are limited. In all cases parent contact to the clinic was self-initiated. There can be no doubt that parents and possibly students who solicit at their expense additional reading instruction demonstrate a more positive approach to the problem than those who rely solely on the public school programs. However, the results of this study are important in that they demonstrate a significant approach to the problem of reading achievement in adolescent students. The results of this study clearly show that parents trained in the use of Contingency Management techniques or Structured Communication techniques can improve the reading achievement of their adolescent children in a remedial reading program.

THE EFFECT OF ROLE CHANGE ON THE SELF CONCEPT, ATTITUDE TOWARD READING, ATTITUDE TOWARD SCHOOL, AND READING ACHIEVEMENT OF HIGH SCHOOL REMEDIAL READING STUDENTS Order No. 7821120

DALTON, Henry Frank IV, Ed.D. Utah State University, 1978. 79pp. Major Professor: Dr. William J. Strong

This study investigated the effects of a model program involving role change through tutorial reading experiences. The study examined the effects on self-concept, attitudes toward reading, attitudes toward school, and reading achievement for remedial reading secondary school students in three groups: (1) those who received tutor training and tutoring experience; (2) those who received tutor training; (3) those who received neither tutor training nor tutoring experience.

A tutorial training package was presented to both the Student Tutor/Aide and the Training Only groups. The Controls received no training. In a pre-test/post-test design, the Nelson Reading Test (Form A), Piers-Harris Children's Self-Concept Scale, Burk Attitude Toward School Survey and the Estes Scale to Measure Attitude Toward Reading, were administered to all three groups. Only the student Tutor/Aides participated in the actual treatment, tutoring with students at the elementary school level. The Training Only and the Control groups attended their regular remedial English classes.

Hypotheses

1. There is no difference in self-concept between students who received training and experienced cross-age tutoring, students who received training only, and students who received neither training nor the tutoring experience.
2. There is no difference in attitude toward reading between students who received training and experienced cross-age tutoring, students who received training only, and students who received neither training nor the tutoring experience.
3. There is no difference in reading achievement between students who received training and experienced cross-age tutoring, students who received training only, and students who received neither training nor the tutoring experience.
4. There is no difference in attitudes towards school between students who received training and experienced cross-age tutoring, students who received training only, and students who received neither training nor the tutoring experience.
5. There is no difference in self-concept, attitude toward reading, reading achievement and attitude toward school, between male and female students who received training and experienced cross-age tutoring, male and female students who received training only, and male and female students who received neither training nor the tutoring experience.

Interpretation of Data

All data were analyzed separately by groups and by gender. The statistics selected were the Analysis of Covariance and the Scheffé Multiple Comparison Test. A 2x2x3 factorial design was used for the study. Pre-post tests were two factors; male and female, two factors; and the three groups, the remaining three factors.

Analysis of the data indicated no statistically significant difference between the three groups in self-concept, attitude toward reading, and attitude toward school. Also, there was no significant difference between male and female subjects in self-concept, attitude toward reading, and attitude toward school. Therefore, these null hypotheses were not rejected.

Analysis of the Nelson Reading Test data showed significant difference between groups. Both the Student Tutor/Aide and the Control Group increased their mean scores by over three months growth. Therefore, the null hypotheses were rejected.

Conclusions

There are several conclusions which may be drawn from the study.

1. Tutors were able to perceive a meaningful use of subject matter in the tutorial program.
2. They were not embarrassed to work with skills several years below their own grade level.
3. The tutor's need to master certain skills caused the tutor to improve his own reading ability.
4. Though not statistically significant, data trends tended to reflect evidence of positive change in self-concept, attitude toward school, and attitude toward learning in the Student/Tutor Aide group.

In summary, results suggest that role change through cross-age tutoring may be a viable process to improve reading achievement in student tutor/aides.

A COMPARISON OF A TRADITIONAL READINESS PROGRAM AND A READING PARTNER AUGMENTED READINESS PROGRAM WHEN USED WITH LOW ACHIEVING FIRST GRADE STUDENTS Order No. 7824039

DANIEL, Annette Clegg, Ed.D. The University of Mississippi, 1978. 106pp. Director: Assistant Professor Gail Lewis

The purpose of this study was to compare a traditional readiness program and a reading partner augmented readiness program when used with low achieving first grade students. Specifically, the study was designed to answer the following question. Will a reading partner program which involves fourth and fifth grade students reading aloud each day to first grade students effect a greater readiness for reading on the part of students who are exposed to it as opposed to a comparable group of children lacking exposure to such a program?

The reading partner program was designed to imitate one of the more significant prereading activities of the home. An attempt was made to produce a program which would approximate as closely as possible the home situation in which an older sibling reads aloud to a younger child. The study was conducted at Lafayette Elementary School in Lafayette County, Mississippi.

The subjects in this study were forty-five first grade children who met the criteria of eligibility by being non-readers during the last two months of the school year. Determination of non-readers was made by a Word List Test derived from the Ginn 360 pre-primer used by the school. A child who was unable to identify at least eighteen of thirty-six selected pre-primer words was identified as a non-reader. Initially, sixty-two children from the two lowest reading groups of five first grade teachers were given the Word List Test. Of these sixty-two, fifty-nine qualified as non-readers. These fifty-nine children were then given the Metropolitan Readiness Test. Scores were ranked and the top seven and bottom seven scores were excluded in order to eliminate extreme values.

The remaining forty-five subjects were then randomly assigned to three groups, two to serve as experimental groups (A and B) and one to serve as a control group (C). Analysis of variance was applied to the Metropolitan Readiness Test data prior to the experiment to test the hypothesis of significant differences for the three groups. There were no significant differences in composite scores, auditory scores, visual scores, and language scores among the groups.

Group A received instruction in Level II of the Ginn 360 program and also received the reading partner program. Group B received instruction in Level II of the Ginn 360 program and Group C received neither instruction in Level II nor the reading partner program. The treatment as described was conducted for twenty-three school days.

Results

There was a significant difference at the .05 level in achievement between control and experimental groups as measured by the Metropolitan Readiness Test composite scores. As shown by analysis of variance, the mean composite scores of Group B were significantly greater than Group C. A Scheffé post hoc comparison showed, in addition, that Group A was significantly greater than Group C.

When testing the second hypothesis, analysis of variance did not show a significant difference in achievement, as measured by the Metropolitan Test auditory skill scores.

Hypothesis three was also accepted since there was no significant difference at the .05 level in achievement, as measured by the Metropolitan Test visual skill scores, between control and experimental groups.

No significant difference in achievement, as measured by the Metropolitan Readiness Test language skill area scores, was found between control and experimental groups.

Conclusions

Data obtained on forty-four first grade children attending Lafayette Elementary School in Lafayette County, Mississippi, provide evidence that the reading-partner program and the researcher-taught program had no effect on individual readiness skills such as auditory skills, visual skills, and language skills. The reading-partner program and the researcher-taught program did, however, have an effect on the reading readiness composite scores of the two experimental groups. According to the data as measured by the Metropolitan Readiness Test, both the reading-partner program and the researcher-taught program can build reading readiness in low-achieving first grade students. Since both Groups A and B, however, received twenty minutes of workbook instruction from the researcher and achieved approximately the same results in composite scores, the results do not indicate any significant impact from the reading-partner program.

EFFECTS OF CONTEXT ON RECOGNITION OF WORDS AND IDENTIFICATION OF WORD MEANINGS BY READING DISABLED ADOLESCENTS AND YOUNGER NORMAL READERS

Order No. 7812950

GANSCHOW, Leonore, Ed.D. University of Cincinnati, 1977. 89pp.

Good readers are said to utilize a variety of strategies for decoding words and extracting meaning from print, with context enhancing performance. Poor readers are said to utilize inefficient strategies, with context variously affecting performance.

This study investigated the influence of context on Recognition (pronunciation) of Words and Identification of Word Meanings (defining words and using them in sentences) among reading disabled adolescents with learning disabilities and younger normal readers. It was hypothesized that good and poor readers would have significant improvement in performance in the context condition over the list condition on both variables and that there would be no interaction between conditions and groups.

Experimental subjects were 16 reading disabled 13-15 year old males diagnosed as learning disabled. Control subjects were 16 younger readers matched by reading level. Materials were 160 test words and four narrative stories with 40 test words incorporated into each story. Test words appeared in four forms: list form for Recognition of Words, list form for Identification of Word Meanings, context form for Recognition of Words and context form for Identification of Word Meanings. Subjects were asked to read words orally in the Recognition tasks and to tell what the words meant and to use them in sentences in the Identification tasks.

The hypotheses were statistically evaluated by a 2 (groups) by 2 (conditions) repeated measures within factorial (Lindquist Type 1) Analysis of Variance.

Results of this study supported the following conclusions: (1) context facilitates Recognition of Words, Identification of Word Meanings, and Use of Words in Sentences for reading disabled adolescents and younger normal readers; (2) between-group comparisons support a word recognition deficit for reading disabled adolescents; (3) between-group comparisons suggest a possible language delay for poor readers; (4) mean comparisons and individual difference scores between word recognition and word identification performance suggest independence of the two processes, i.e., good word recognizers are not necessarily good word identifiers; likewise, good word identifiers are not necessarily good word recognizers.

Further research needs to be done to discern whether context is facilitating for normal adolescent readers. Further research comparing word recognition and word identification performance needs to be done to clarify and isolate decoding and language problems among poor readers.

THE ROLE OF HEAD START PROGRAMS IN THE IDENTIFICATION OF LEARNING DISABILITIES

Order No. 7822611

GLENN, John Edward, Ed.D. The American University, 1978. 72pp.

The problem of this study was to ascertain the status of those children with learning disabilities as identified by Head Start programs during the full year 1975-76. Hypotheses that arose from this problem were concerned with the proficiency of individual Head Start sites with respect to the identification and provision of corrective programs for the learning disabled child.

The data for this study were obtained from selected questions from the Survey of Head Start Handicapped Efforts, full year 1975-76. These data were used with the permission of the United States Department of Health, Education and Welfare, Office of Child Development. In 1977, OCD became the administration for children, youth and families.

The sample for this study consisted of those learning disabled children (N = 7,330) enrolled in Head Start during the full year 1975-76.

The findings of the present study generally supported the hypothesis that evolved from the problem; however, since the data on which this study was based were often general rather than specific, the findings must be viewed as tentative. The data revealed that (1) among the Head Start program (N = 1,379) surveyed, 22.42 percent (N = 7,330) of all children identified as being handicapped (N = 32,671) were diagnosed as being learning disabled; (2) among the learning disabled, the second most

frequently diagnosed handicapping condition was expressive language difficulties; (2) diagnoses of learning disability was made by qualified Head Start diagnosticians as well as qualified diagnosticians outside of Head Start; and (4) a relationship existed between Head Start and the parents of learning disabled pupils enrolled in Head Start Programs during the full year 1975-76.

The following tentative conclusions were supported by the findings:

1. Head Start programs did identify learning disabilities among their population during the full year 1975-76.
2. A wide range of services was provided by Head Start to the learning disabled child.
3. A relationship existed between Head Start and the parents of learning disabled children with respect to parental involvement and training.

ANALYSIS OF THE RELATIONSHIP BETWEEN SELECTED PROGRAM VARIABLES AND READING ACHIEVEMENT OF ESEA TITLE I STUDENTS Order No. 7816793

GUIENDON, Joseph R., Ph.D. University of Pittsburgh, 1978. 92pp.

The federal government, during the years 1965-1977, has expended more than $16 billion on compensatory education, most of it through Title I of the Elementary and Secondary Education Act (ESEA). Because the law mandates that basic skills programs be established, most of these monies have been spent on remedial reading and math programs for educationally disadvantaged students. In fact, about 70 percent of ESEA Title I monies were spent on reading programs hence the stress on the importance of remedial reading in Title I. As a result of this enormous investment in, and because it is the largest amount of federal monies for, public education, Title I of ESEA has been closely evaluated and monitored (during the past seven years in particular) by the federal government.

The current Title I legislation runs out this year (1977-1978), but there is every expectation that the investment will continue. The program is becoming established and entrenched in the federal bureaucracy in a manner similar to vocational education, a federal program established in the 1920's and still in operation today. But it cannot be forgotten that the future of Title I, like all programs resulting from federal laws, rests with the Congress. Thus, careful analysis of Title I becomes increasingly important.

In relation to Title I, past federal education programs were in the area of general aid, while the enactment of the compensatory legislation resulted in categorical programs. This meant that the monies were mandated to be spent in a specific and designated manner, following the policies and guidelines of the law. Because it is categorical, Title I is not a federal handout to school districts. Most other federal programs have provided monies that could be utilized in any manner the local districts desired, for buildings, salaries, land purchases, and so on. As a result of the general aid, school districts have received a substantial amount of their assets from the federal government, especially in buildings and lands. However, Title I monies had to be spent to establish educational programs for students performing below grade level in school. This dramatic policy shift makes the federal government a more active participant in the operations of local districts.

It is the purpose of this study to analyze the relationship of selected variables of supplemental programs and the reading ability of Title I program participants, as measured by the Stanford Diagnostic Reading Test. The variables are: (1) the amount of time per week spent in supplementary programs by program participants, (2) the amount of ESEA Title I money expended per participant in the program, (3) the size of the supplemental class, and (4) the amount of instructional assistance provided to the supplemental reading teacher.

Title I programs tend to exhibit small class sizes because of the individualized nature of the program. The question addressed concerns whether or not the size of the compensatory class affects the achievement of the participants. A similar question concerns the time per week students spend in the Title I classes. An important factor here is that if students can be in the program for less time and still improve in reading skills, then more students can be enrolled in the program.

Another question addressed is whether or not instructional assistance provided to the Title I professional reading staff affects the achievement of the participants. The concern of the type of staff to be employed is important, because a local district could elect from an all-professional staff, an all-non-professional staff, or a combination of the two. The second question addressed at the administrative level is whether or not the amount of Title I money spent per program participant by a local district affects the achievement of the participants. The question is important because effective fiscal management could be reflected in the amount of money spent per participant and could also reflect a local district's commitment to educationally disadvantaged students.

As a result of the analysis of the program variables, it was found that the amount of time spent in instruction influenced the reading achievement of the Title I students. The more time a program participant was scheduled for instruction, the higher were the mean gain scores. This is not a surprising result, considering past research on time spent in instruction. The other three variables of the study were not found to have a significant effect on reading achievement, although per-pupil expenditures, or the money variable, tended to have a positive effect on student achievement.

SOME EFFECTS OF TASK ANALYSIS ASSESSMENT VERSUS DIAGNOSTIC-REMEDIAL ASSESSMENT ON THE BEHAVIOR OF CHILDREN DURING READING INSTRUCTION Order No. 7812840

HASHIMOTO, Hideo, Ph.D. University of California, Berkeley with San Francisco State University, 1977. 160pp.

This study explored the relationship between two different types of assessment procedures (task analysis and diagnostic-remedial) upon teacher ability to use the information in helping learning and/or reading disabled children in their classroom. In addition, this study also investigated whether training in task analysis assessment is a facilitating factor in the ability of teachers to use such information. It was hypothesized that because task analysis assessment is closer to actual classroom work, teachers would be better able to use the results of such an assessment regardless of the training they had received. Task analysis information was predicted to be instrumental in helping change teacher and child behavior in the classroom.

The criterion for detecting changes in teacher and student behavior was the Teacher-Pupil Interaction Scale. In addition, pupil behavior was rated by the classroom teacher regarding student behavior during reading instruction. Data regarding the results of the assessment were gathered through the Teacher Rating of Assessment.

The results indicate that teachers who were provided data from a task analysis assessment have more usable information to help their students in the classroom. Second, they expressed more ability to plan for their children and more willingness to attempt to carry out any educational program formulated.

The students of these teachers who expressed greater overall satisfaction and utility with task analysis assessments also demonstrated significantly greater on-task behavior than their counterparts in the diagnostic-remedial group. This was true irrespective of whether teachers were trained or untrained in task analysis assessments. It was noted that this increased on-task behavior occurred without concurrent increases in teacher time spent instructing the youngster or in giving more positive reinforcement. It was speculated that increased on-task behavior is the result of effective teacher planning and effective curriculum changes for the teacher.

The major research question of the study was supported. That is, appropriate educational diagnosis (task analysis assessment) is associated with teacher ability to make positive curriculum changes and with positive changes in student behavior. This is particularly true when compared to the group of teachers and students in the diagnostic-remedial treatment group.

In addition, both groups of teachers, trained and untrained, expressed significantly higher satisfaction and ability to develop appropriate educational plans with task analysis assessments. The implications from this finding are highly relevant and crucial in light of the new federal law, P.L. 94-142 (Education for All Handicapped Act). Our findings strongly suggest that in order to develop individualized instructional programs in the least restrictive alternative, planning information is most effective when it is derived from task analysis assessment.

AN ANALYSIS OF A PARA-PROFESSIONAL TUTORIAL STRATEGY ON THE SELF-ESTEEM, MANIFEST ANXIETY, AND READING ACHIEVEMENT OF A SELECT GROUP OF 4TH, 5TH, AND 6TH GRADERS Order No. 7811644

LAND, John Robert, Ph.D. Syracuse University, 1977. 101pp.

This study analyzed the assessed effects of a one-to-one adult tutorial relationship carried on in a school setting by para-professionals with selected 4th, 5th, and 6th grade lower and working class, predominantly black children of both sexes, who have serious reading deficits. The investigator's major intent was twofold: to determine whether a one-to-one relationship with the sample population decreases Ss' manifest anxiety, and increases self-esteem and reading achievement; and to identify specific adult attitudes and behaviors which influence these dependent variables.

The major variables were: 1. Para-professional tutor--An adult employed by the school system, who has less formal education than a classroom teacher, whose socio-economic background is similar to that of the students, and whose task is to improve the reading achievement of a group of assigned students with reading deficits. 2. Adult tutorial relationship--a process of adult interaction with a child for the purpose of improving the child's reading skills. 3. Non-facilitative relationship--a directive relationship in which the adult asks questions to be answered, lectures, gives direction, and criticizes the student. 4. Facilitative relationship--a non-directive relationship in which the child expresses and elaborates his or her feelings and ideas in response to face to face transmission of adult acknowledgement, acceptance, encouragement, and praise. 5. Self-esteem--the evaluative attitude the person holds toward himself as an object of worth. 6. Manifest anxiety--the conscious awareness of persistent, painful, and unwanted physical, ideational, and affective stimuli. 7. Reading achievement--the twofold ability to select the proper alternative to a stem word in context (vocabulary); and to recall facts, identify main ideas, and detect inferences and relationships (comprehension).

The sample consisted of 42 experimental Ss, assigned randomly among four tutorial groups, and 40 control Ss, matched according to reading deficits between .8 months and 4.5 years on the California Achievement Tests, sex, race, and grade. Ss were pre-tested in October, 1972 and post-tested in June, 1973 on the Coopersmith Self-Esteem Inventory, Children's Form of the Manifest Anxiety Scale, and the reading subtests of the California Achievement Tests. E subjects experienced a one-to-one relationship with an adult female tutor for 30 to 45 minutes daily, from October through June, 1972. Total sessions ranged from 55 to 100 among the sample. The tutors' goal was to improve reading skill. No single program was utilized. C subjects experienced the Ginn Reading Program via the small group method of instruction in their classrooms. The Flanders Interaction Analysis was used as the criterion instrument to measure the effects of the one-to-one tutorial relationship. Pre and post-test sample measures were secured.

Analysis of variance and two-tailed t tests were performed. The P<.05 level of significance was uniformly employed.

None of the experimental groups experienced a facilitative relationship as defined by study criteria. No significant differences appeared between the experimental and control groups on self-esteem, manifest anxiety, and reading achievement, as a function of a one-to-one adult tutorial relationship. Both experimental and control groups expressed low self-esteem and high manifest anxiety in comparison to age-grade norms. Both the E and C groups averaged about a one-half year gain in reading achievement scores. There were no significant differences within the E group between high IQ and low IQ subjects. The influence of the 5 moderating variables was minimal.

Failure to secure a random sample and to secure tutors who met the facilitative criteria are recognized weaknesses in the study design.

The results raise questions about the efficacy of assuming that indigenous para-professionals will effect gains in self-esteem or reading achievement. A task oriented remedial approach may be sufficiently aversive to effectively negate the positive aspects of a one-to-one tutorial relationship. An alternative strategy would be to focus on the child's interests and allow curiosity and exploration to unfold, within the framework of a supportive, encouraging relationship. Teacher and parent expectations may also negate the effects of a tutorial relationship.

THE COMPARATIVE EFFECTIVENESS OF A LANGUAGE EXPERIENCE APPROACH AND A BASAL-TYPE APPROACH TO REMEDIAL READING INSTRUCTION FOR SEVERELY DISABLED READERS IN A SENIOR HIGH SCHOOL Order No. 7812276

LERNER, Charles Harold, Ed.D. Temple University, 1978. 79pp.

The purpose of the current study was to compare the effects of a language experience approach and a basal-type approach to remedial reading instruction for severely disabled readers in a senior high school. As implemented in the current study, the language experience and basal-type approaches essentially varied only in the sources of the reading material. The two approaches were compared as they related to the areas of reading achievement, attitude toward reading, and writing mechanics achievement.

The study was conducted from September, 1975 to January, 1976 in a senior high school in Philadelphia, Pennsylvania. The subjects were 60 students in four remedial reading classes taught by the investigator. The students were placed in these remedial reading classes because they scored below the 4th percentile on the national norms of the Reading subtest of the California Achievement Tests. All of the subjects were Negro and in grades 10 through 12.

The subjects in the two classes that constituted the language experience approach group (Group LE) were 19 boys and 11 girls. The subjects in the two classes that constituted the basal-type approach group (Group B) were 22 boys and 8 girls. The mean I.Q. scores of Group LE and Group B were 84.33 and 81.37 respectively as measured by the Nonverbal Battery of the Large-Thorndike Intelligence Tests, Level 3.

Pretests were administered using the following instruments: the Vocabulary and Comprehension subtests of the Gates-MacGinitie Reading Tests, Level D, a scale to measure attitudes toward reading (Estes, 1971), and the Language subtest of the Tests of Adult Basic Education, Level M. Student's t tests were performed on the data obtained and there were no significant differences ($p < .05$) between Group LE and Group B prior to treatment.

Each of the Group B classes was divided into two reading groups based on the reading levels of the subjects. The reading materials were Action (1970) and Double Action (1972). The Action kits were published by Scholastic Book Services and designed for use with severely disabled readers in secondary schools. The instructional techniques used with Group B followed the format of a directed reading activity.

Each of the Group LE classes was arbitrarily divided into two groups for the purpose of writing experience stories. The instructional technique was based upon procedures suggested by Edwards (1968). The investigator guided a discussion, recorded the comments, assisted the students in organizing their comments, provided for silent or oral reading of the material created, and provided for followup activities.

Following instruction, the tests of reading achievement, attitude toward reading, and writing mechanics achievement were readministered. Student's t tests were again performed and it was determined that there were still no statistically significant differences ($p < .05$) between the two treatment groups. It was concluded that a language experience approach and a basal-type approach which essentially differed only in the sources of the reading material were equally effective in improving the reading achievement, attitude toward reading, and writing achievement scores of the experimental population.

The sample consisted of eighty-seven students who had seven years or above average IQs. Also, the students in the sample were adjudged to have the handicap "specific learning disability;" were enrolled in grades one, two, or three; were assigned to a special education resource room; and were deficient in one of three decoding skills: consonant-vowel, sight words, or sound blending. The consonant-vowel group had eight students, the sight-word group had thirty-eight students, and the sound-blending group had forty-one students. The two-minute drill had twenty-five students, the five-minute drill had eighteen students, the ten-minute drill had twenty-two students, and the fifteen-minute drill also had twenty-two students.

The Jefferson County Criterion Referenced Reading Test (CRRT) was the measure of decoding skill performance. The Peabody Picture Vocabulary Test (PPVT), Slosson Intelligence Test (SIT), Standard-Binet, and WISC were the measures of intellectual performance.

A two-way analysis of covariance was applied to both the sight-word subtest and sound-blending subtest results. In addition, a correlational analysis was performed to determine the relationship between the gains from drill and practice and IQ.

The statistical analyses showed (a) neither grade level nor drill time was significantly related to the output from drill and practice; (b) the interaction between grade level, drill time, and task was significantly related to the sound blending output; and (c) the interaction between grade level, drill time, and task was not significantly related to sight words output. Also, the correlational analyses indicated that the benefits from drill and practice were not related to the IQs of the student or to the nature of the decoding task. Finally, as shown by higher posttest than pretest scores, drill and practice benefited 98.8% of the students in this study.

Conclusions drawn were: 1) Drill and practice is an effectiveness tool for students with specific learning disabilities whose disability is decoding; 2) The handicap "specific learning disabilities" does not intrude in the learning process of the students in a way that either ascribes different learning processes to the students or requires unusual instructional methodologies. That is, the students in this study learned exactly as other learners; they learned through drill and practice. 3) Neither grade level nor age of the student determine the amount learned by the student, but the interaction between grade level, drill time, and task appears to be a determining factor.

Recommendations made were to determine whether the handicap "specific learning disabilities" is in reality only a normal variant of learning and to determine whether the interaction demonstrated between grade, drill time, and task similarly influences drill and practice in settings having different student populations and different tasks than used in this study.

THE EFFECTS OF FOUR DRILL AND PRACTICE TIME UNITS ON THE DECODING PERFORMANCES OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES

Order No. 7812833

LOWREY, Eleanor Bledsoe Lane, Ed.D. University of Denver, 1977. 153pp.

This study investigated the efficacy of the standard instructional tool "drill and practice" when drill and practice was used with learning disabled students. In addition to investigating the efficacy of drill and practice, the major investigation was to determine whether one drill and practice time was more efficacious for these students than another. Therefore, the output from these four drill times was examined: two, five, ten, and fifteen minutes.

ORAL LANGUAGE AND CULTURAL HERITAGE: THEIR EFFECT ON THE READING PROCESS OF APPALACHIAN CHILDREN

Order No. 7821193

MAYNARD, Arthur Stanley, Jr., Ph.D. Ohio University, 1978. 133pp. Director of Dissertation: Don A. Leigh

THE PROBLEM

Reading material for the rural Appalachian child is often out of step with the world that he understands. This lack of relevant initial readiness and reading material has been missing from the various elementary systems of rural Appalachia.

The major problem of this dissertation was to determine whether Appalachian related readiness and reading materials would have a significant effect on the reading achievement of first graders located in rural communities of West Virginia.

PROCEDURES

Two first grade classes were selected on the basis of the relative equality as determined by the Peabody Picture Vocabulary Test which was utilized as a screening instrument. The study population consisted of approximately sixty, white, rural West Virginia children located in Hamlin, West Virginia.

The testing procedures consisted of utilizing the Metropolitan Readiness Tests as a pre-test/post-test instrument. The Metropolitan Readiness Tests were administered to evaluate the degree of change relative to the readiness skills of word meaning, listening, matching, alphabet identification, and copying.

The statistical procedures that were administered to evaluate whether any significant change had occurred were those centered around the nonrandomized control-group pre-test/post-test design. The data from the experimental group and control group were analyzed with respect to the mean, standard deviation, and variance.

MAJOR FINDINGS AND CONCLUSIONS

The major findings of the study are:

1. Word meaning skills will significantly increase as a result of utilizing the local Appalachian vernacular and folklore.
2. Listening skills will not significantly increase as a result of utilizing the local Appalachian vernacular and folklore.
3. Matching skills will not significantly increase as a result of utilizing the local Appalachian vernacular and folklore.
4. Alphabet identification will significantly increase as a result of utilizing the local Appalachian vernacular and folklore.
5. Copying skills will significantly increase as a result of utilizing the local Appalachian vernacular and folklore.

The null hypothesis stated in this study was as follows:

There are no significant differences within the readiness scores of children exposed to supplementary vernacular and reading materials that utilize the local vernacular and folklore of a specific region.

The null hypothesis was rejected on the basis that the statistical mean t-value for the control group with respect to the readiness skills of word meaning, listening, matching, alphabet identification, and copying was 1.85. This was below the t-value of 2.074 that would signify a significant change at the .05 level. The experimental group had a statistical mean t-value of 2.02 with respect to the readiness skills of word meaning, listening, matching, alphabet identification, and copying which was above the t-value of 2.069 that would signify a significant change at the .05 level.

In response to this need the Valley Park School District and Teacher Corps assisted a fifth grade teacher in implementation of this study. This was an internal study following a perception-based design.

The Procedure

A review of the literature has shown extensive research of the models of the diagnostic-prescriptive technique in special education and reading clinic settings. However, such research has not been demonstrated in the regular classroom. Multiple perceptions of the program developer, principal, parents and students were considered essential for evaluation of the program. Thus, statistical data from standardized test results was combined with a student interview schedule, questionnaires and interviews to obtain desired information.

Comparison of data provided by the students, parents, principal and program developer was made in the appropriate areas. Use of the perception-based model of evaluation enabled incorporation of both "hard" and "soft" data sources providing more complete and realistic judgments.

Conclusions

This study found that all relevant audiences perceived the diagnostic-prescriptive approach to teaching reading as helpful and positive.

The program goal of more positive growth in reading was shown on the Peabody Individual Achievement subtests of reading recognition and comprehension. Development of student ability to define skills being learned indicated increased self-awareness. This type of maturation was judged as contributing to the eliminating behavior problems throughout the year.

The School Attitude Test revealed the differences between pre- and post-testing as not significant at p .01. This was judged by the evaluator as due to test contamination during pre-testing. The Student Interview Schedule, Parent Questionnaire, and teacher observations revealed positive attitudes of students toward the reading program. The Student Interview Schedule revealed 87% of the students "liked" reading "best of all," and that 93% of the students preferred the program to all previous reading programs in which they had participated.

The Student Interview Schedule revealed that 96% of the students "liked" reading more than they had during the previous year and that 78% of the students associated test achievement with skill attainment.

The program was perceived by students, parents, the administrator and program developer as positive. The program was judged by the evaluator as broad-based and utilized multiple perceptions. It was concluded that incorporation of these qualities and the outcomes of student academic and attitude growth indicate that the program should and will be continued.

AN EVALUATIVE STUDY ON THE EFFECTS OF A DIAGNOSTIC-PRESCRIPTIVE APPROACH TO READING

Order No. 7414413

NEMEC, Carol Lee, Ed.D. Saint Louis University, 1973. 146pp.

The Problem

Current legislation, such as PL 94-142, has resulted in enforcement and implementation of mainstreaming in the educational systems of the United States. Mainstreaming requires and is dependent upon individualized instruction. A variety of approaches to individualized instruction exists. These approaches need to be examined in terms of their effectiveness and applicability in the regular classroom. For these reasons this study has been undertaken. This study examines the effects of the task-analysis model of diagnostic-prescriptive teaching upon the development of reading skills and attitude in the regular classroom.

A STUDY OF THE RELATIONSHIP BETWEEN CERTAIN FACTORS IN A SYSTEMATIC READING LABORATORY PROGRAM AND READING IMPROVEMENT BY REMEDIAL READING STUDENTS AT THE SECONDARY LEVEL

Order No. 7807916

NORWOOD, Mary Catherine Miller, Ph.D. University of South Carolina, 1977. 97pp.

This study explored specific factors which might relate to gain in reading ability by secondary remedial reading students enrolled in diagnostic-prescriptive reading laboratories. Four basic questions were posed: (1) Is there a relationship between the number and type of reading skills learned and gain in ability as measured by pre and post California Tests of Basic Skills (CTBS) scores for vocabulary and comprehension? (2) Do Different lengths of time spent in the laboratory result in different gains in total reading as measured by CTBS? (3) Do grade levels 7-8, 9-10, 11-12 show differences in gains in total reading score as measured by CTBS? (4) Do students five or more grade levels below normal grade level in reading take more time to show a gain of eight or more months in total reading score than students who are four or less grade levels below normal in reading? Data from Metropolitan Achievement Tests (MAT) administered appropriate to the students' actual reading level instead of present grade placement were used to test the hypotheses generated by the first and fourth questions.

Students were selected on the basis of a grade equivalent score (CTBS) which was three or more years below their present grade placement. Treatment concentrated on students' individual needs in reading instruction determined by the use of criterion-referenced tests (Fountain Valley Teacher Support System). Individual prescriptions were written for students to follow in learning designated skills. Students passed a retest on these skills before proceeding to another test in a sequential hierarchy of skills in phonetic and structural analysis, vocabulary, comprehension, and study skills.

The subjects were enrolled in a basic skills reading laboratory in a small rural secondary school in Kershaw County, South Carolina. Ages ranged from 11 years to 19 years. Eighty percent of the students were black. The distribution of males and females was even. The school population came primarily from lower socio-economic levels.

Correlational analysis was undertaken to determine whether significant (.01) correlation existed between (a) gain in vocabulary and comprehension and (b) the number of skills learned in the five skill areas. A one way analysis of variance was used to determine the effects of varying lengths of treatment and differences in gains according to three grade level groups. A t test was used to determine whether students 5 years or more retarded in reading took more time to make eight months gain than students who were 4 years or less retarded in reading.

Several of the results were significant at the .05 level and were noted since they suggested a trend relating to the amount of time spent in the reading laboratory program. Negative correlations were shown between skills in phonetic analysis and gain in reading while positive correlations were shown between the number of study skills learned and reading gain. Students began their reading laboratory program learning the skills in phonetic analysis which they lacked while students who had learned a large number of study skills were students who had spent a longer period of time in the laboratory. Therefore, it was concluded that the trend was probably due to the factors of instruction time and practice. The analysis of data related to the length of treatment showed that those students who had been in the laboratory 100 or more hours showed greater mean gain. The degree of difference was not significant. Variance within groups was greater than between groups. The trends noted appeared to support factors of longer remediation time and, by inference, practice.

MAT gain scores employed in the data analysis tended to support the result obtained by using CTBS gain scores.

THE EFFECTS OF ADVANCE ORGANIZERS AND BEHAVIORAL OBJECTIVES BY READING LEVEL USING AN INDIVIDUALIZED REMEDIATIONAL PROGRAM ON THE ACHIEVEMENT OF INNER CITY HIGH SCHOOL STUDENTS

STALIANS, Karen Land, Ed.D. University of Southern California, 1978. Chairman: Professor Knirk

Background. In 1976 the California State Legislature passed a law requiring local school boards to establish standards of proficiency in the basic survival skills as a prerequisite to high school graduation. Tests of reading proficiency, computation, and composition will be required of all graduates by 1980. Students in inner city schools have a high failure rate on competency tests and were in need of remediation in basic skills needed for survival.

Purpose. The purpose of this study was to assess the effects of method of organization of individualized learning materials using two types of preinstructional strategies with high and low readers.

Procedures. Advance organizers and behavioral objectives developed by the researcher were used as preorganizers for remediational materials developed by the Los Angeles Unified School District for the Senior High Assessment of Reading Performance (SHARP) test. A review of the literature relevant to competency based individualized instruction and preinstructional strategies was performed. The sample consisted of seventy-five students from an inner city high school. The SPSS package was used to analyze all data gathered from the pretest-posttest control group designs. The four hypotheses tested were: (1) There will be a difference in gain scores on the SHARP achievement test between students who receive advance organizers, behavioral objectives, and the control group; (2) There will be a difference in gain scores on the SHARP test between high and low readers; (3) There will be an interaction between level of reading ability and method of organization of instruction as measured by gain scores on the SHARP test; (4) The proportion of students passing the SHARP test will be the same for each of the three methods of organization of instruction. Hypotheses One, Two, and Three were tested by means of a 3x2 analysis of variance. Hypothesis Four was tested by means of a 3x2 chi-square.

Findings. On the basis of the main effect for method of instruction and reading level, there was no significant difference between mean gain scores of the three groups. Therefore, hypotheses One, Two, and Three were rejected. Since a significantly different proportion of students passed in each of the three treatment groups, hypothesis Four was rejected.

Conclusions. On the basis of published reviews of studies on the use of advance organizers and behavioral objectives, approximately 50% of the experiments showed significant results. However, none of the relevant studies on high school populations which were reviewed were found to be significant. Low readers may not be able to assimilate organizers and objectives into their existing cognitive framework and utilize them to incorporate new learning.

Since sixty-nine subjects or 92% of those eleventh-grade students participating in the present study were reading below junior high school level, reading level may be of greater importance than age, grade level standing, or mode of presentation of treatment. These subjects do not represent the typical population of the selected school itself, having failed the competency examination, but they were very typical of high school students needing remediation.

Until proficiency is exclusively used as the criterion for promotion rather than "peer promotion," low achieving students will require additional aid in learning skills basic to their survival in a complex society.

Recommendations. Further studies are needed to assess the effects of motivation to learn and student attitudes on the organization of learning materials using preinstructional strategies. Other studies are needed to find the effects of multi-sensory, non-verbal models of presenting remediational materials. Perhaps other attributes such as sex, IQ, ethnicity, locus of control, or competitiveness would interact differently with treatments by advance organizers or behavioral objectives.

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